

Newton Hall Infants' School



Remote Learning Provision 2025-26

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Children will be set work via Class Dojo to complete independently in the first instance.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

Our school will endeavor to:

- teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, in PE, Music, Science, Art and DT and where activities involve group learning.
- provide a curriculum sequence that allows access to high-quality online and offline resources and teaching videos that are linked to the school's curriculum expectations
- give access to high quality remote education resources
- work with families to deliver a broad and ambitious curriculum
- set activities so that pupils have meaningful and ambitious tasks each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide / signpost families to online, high quality lessons, videos and resources
- ensure all resources and lessons provided, link to current curriculum objectives within their classroom
- ensure work for each day is uploaded and signposted to this via Class Dojo
- provide paper-based resources for all subjects / maths and English / foundation subjects, if the child has no internet access at home

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Reception	2 hours per day maximum
Key Stage 1	3 hours per day maximum

Accessing remote education

How will my child access any online remote education you are providing?

School will ensure all parents/carers are able to access and login to our communication system Class Dojo

If my child does not have digital or online access at home, how will you support them to access remote education?

It is expected that children will access most of our remote learning through our online provision. If parents/carers do not have access to an electronic device, we expect them to inform school.

We take the following approaches to support those pupils to access remote education:

- Please contact the school office if you do not have access to a suitable device.
- Schools can get technology support from DfE for issues with devices and internet access.
- If pupils need to access printed materials because they do not have online access these can be collected from school
- If they do not have online access pupils can submit work to their teachers via delivery to the school office

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

- Recorded teaching using, for example, Oak National Academy and White Rose Maths lessons and video/audio recordings made by teachers
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Textbooks and reading books pupils have at home
- Online reading books
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- Distinguish between weekdays and weekends, to separate school life and home life
- At the end of the day, have a clear cut-off to signal school time is over
- Create and stick to a routine
- Provide the correct equipment in order for your child to complete the work given
- Designate a working space if possible
- Make time for exercise and breaks throughout the day to keep your child active
- Reinforce the importance of children staying safe online
- Be aware of what your child is being asked to do, including: sites they will be asked to use and the school staff your child will interact with
- Emphasise the importance of a safe online environment. Set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.
- Encourage your child to work to the best of their ability and praise their efforts
- Contact school if they are experiencing problems with accessing remote education support children, where possible, to consider feedback on work submitted

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- We will check pupils' engagement with remote education daily via Class Dojo
- Where engagement is a concern, we will contact parents and carers, initially via Class Dojo, then by telephone

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

Feedback will be given on an individual basis via Class Dojo.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- We will adapt and rephrase/shape tasks so they are appropriate.
- Additional telephone contact from school staff
- Young pupils (Reception and Year 1) are likely to have particular needs which cannot easily be met in some of the ways described above. For such pupils, the priority will be progress in early reading and phonics. We will ensure continued access to appropriate reading books and resources for early readers through the provision of both online books and school reading books. Helping parents and carers to continue to support children in their early reading and through structured practice of phonics content, is a key aspect of remote educational provision for young children. Other content will include providing guidance for supervising adults to ensure that time is used as productively and developmentally as possible. This will be provided via Class Dojo

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, remote education provided will differ from the approach for

whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

We will ensure individual pupils self-isolating are taught a planned and well sequenced curriculum with meaningful and ambitious work each day in a number of different subjects. The school will endeavour to:

- Provide immediate access to our online learning platform Class Dojo
- Provide / signpost families to online, high quality lessons, videos and resources weekly that follow the teaching sequence followed within school
- Ensure all resources and lessons provided, link to current curriculum objectives within their classroom
- Carry out a welfare call to feedback on remote learning at least weekly
- Provide paper-based resources if the child has no internet access at home